DOCUMENT RESUME

ED 464 070 SP 040 672

AUTHOR Gimbert, Belinda G.
TITLE Nurturing an Intern Learning Community in a Professional Development School Culture: Spaces for Voice and Multiple Perspectives.
PUB DATE 2000-04-00
NOTE 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College School Cooperation; Collegiality; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Professional Development Schools; Student Teachers; *Teacher Collaboration
IDENTIFIERS *Learning Communities

ABSTRACT

Embedded in the framework of a Professional Development School (PDS) culture, this paper explores how interns in a learning community experienced collegial interactions, conversations, and collaborative reflection. The PDS intern community was a transformative learning forum in which empowered novice teachers articulated and examined their beliefs and analyzed their classroom practice. Within the confines of a safe and nonthreatening peer environment, interns created personal meanings of their experiences, posed further wonderings about children's thinking and ideas, and reflected on how to make "better problems." Fostering "best" teaching practices, contemplating theory-practice issues, understanding the political and social culture of the schooling context, and building natural interdependencies provided stimuli for these preservice teachers to raise their voices and consider multiple perspectives. Within the learning community, interns created spaces as they individually and collectively began making sense of learning to teach and teaching to learn in a PDS culture. (Contains 47 references.) (Author/SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Belinda G. Gimbert

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

ED 464 070

Nurturing an intern learning community in a Professional Development School culture: Spaces for voice and multiple perspectives.

Belinda G. Gimbert

The Pennsylvannia State University

(Please do not cite as reference without permission from the author)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

American Educational Research Association Annual Meeting

New Orleans, 2000

Division K: Paper Presentation

Teaching as a Profession: Perceptions and Actions

BEST COPY AVAILABLE

SP040612

Abstract

Embedded in the framework of a Professional Development School (PDS) culture, this paper explores how interns in a learning community experienced collegial interactions, conversations and collaborative reflection. The PDS intern community was a transformative learning forum in which empowered novice teachers articulated and examined their beliefs, and analyzed their classroom practice. Within the confines of a safe and non-threatening peer environment, interns created personal meanings of their experiences, posed further wonderings about children's thinking and ideas, and reflected on how to make 'better problems.' Fostering 'best' teaching practices, contemplating theory-practice issues, understanding the political and social culture of the schooling context, and building natural interdependencies, provided stimuli for these preservice teachers to raise their voices and consider multiple perspectives. Within the learning community, interns created spaces as they individually and collectively began making sense of learning to teach and teaching to learn in a PDS culture.

Emerging views of collegial coaching, collaborative inquiry, and professional development proffer that educators grow through a synergistic process embedded in "critical learning communities" (Garman, 1986; Smyth, 1988). Dewey (1910) used the term *community* extensively, describing this as "an order of energies transmuted into one of meanings which are appreciated and mutually referred by each to every other on the part of those engaged in combined action" (p. 53). Further, Louis & Kruse in Hord (1997) describe the learning community in a school as "a group of people from multiple constituencies at all levels who collaboratively and continuously work together" (p. 20), their collective efforts grounded in reflective dialogue. Within this community, educators commit themselves to the work of reshaping their thinking and actions, so that schools become places where informed voices and multiple perspectives infuse every dimension of teaching and learning (bell hooks, 1994).

Current initiatives are examining how creating and sustaining learning communities of experienced teachers enhances success for our increasingly diverse school student population. Given the growing teaching experiences of interns in a Professional Development School culture, what is the impact of nurturing and sustaining such a forum for preservice teachers? The study sought to understand how the notion of community within a Professional Development School (PDS) culture provided interns with a framework for making sense of informed ways of knowing and understanding the processes of teaching and learning. It explicates how conversations generated in an intern community and focusing on teaching practice and teacher thinking, nurtured spaces for interns to explore and make sense of their beliefs about teaching and learning.

Studies show that teacher learning communities provide opportunities for individual teachers to interact, develop norms of collaboration, inquiry and experimentation, thus fostering the establishment of a shared culture (Barber, 1992; Barth, 1990; Dewey, 1916; Little & McLaughlin, 1993; Rosenholtz, 1989). Such groups are forums for practitioners to probe deeply into instructional practice, prying at the very core of professional and personal values and identities. As teachers inquire into their classroom practices, reflective transformation is initiated in response to contextual issues and concerns. McLaughlin and Talbert (1993) scaffold Rosenholtz's assertion. When "experienced teachers had opportunities for collaborative inquiry and its associated learning, the result was a body of wisdom about teaching that could be widely shared" (Hord, 1997, p. 12). "When teachers engage in the process of generating knowledge about their own teaching, their teaching is transformed in important ways. They become theorists articulating their intentions, testing their assumptions" and wonderings, "and finding connections" and contradictions in their teaching practice (Cochran-Smith & Lytle, 1991, p. 55).

Paradoxically, as educational advocates are espousing the notion of community in schooling and championing the urgent need to foster learning communities, such communities are rarely envisioned for prospective teachers. Research on teacher learning communities has predominantly reported on communities of experienced (Gimbert & Nolan, 1999; Wells, 1994) rather than novice or preservice teachers. In narrating the contributions of informal student teaching seminars in the traditional teacher preparation frameworks, studies illustrate the function of group gatherings as dubious. Small groups are usually portrayed as magic elixir for teaching and learning, conducive for developing insights into teacher identity and teaching experiences (Feinman, 1979; Sarason,1990 ; Zeichner, 1981), or places where preservice teachers experience difficulties working collaboratively, and achieving program outcomes (Goodman, 1983). Bounded by the traditional student teaching experience, group dynamic literature

supports the latter view, particularly when novices are given primary responsibility for structuring the educational experience (Ullrich, 1992). Other research suggests that small self-directed groups may foster personal autonomy, an attribute inextricably bound to critical reflection and an important prerequisite for student teaching (Achinstein & Meyer, 1998). Studies contrasting 'structured' and unstructured' groups proffer that such seminars may counteract the 'conservative' effects of previous and current schooling experiences and serve as vehicles for personal and professional change (Argyris, 1967).

The process of fostering learning communities in school organization and culture enhances and enriches the power of collaborative reflection and collegial supervision for professional growth and educational change. In recognizing that teacher workplaces are "embryonic and scattered" (p. 10), Darling-Hammond (1996) suggests educational institutions can restructure teachers' time in schools for participating in windows of professional growth. Similarly, Fullan (1991) proposes a redesign of the workplace that encourages innovation and improvement to be built into daily classroom activities and the everyday lives of teachers. Rosenholtz in Firth and Pajak (1998) suggests that teachers develop new conceptions of their work through collegial interaction during which "new aspects of experience are pointed out with fresh interpretation" (p. 280).

Collegial conversation promotes reciprocal reflection that enables practitioners to make explicit old and new patterns of thinking and behaviour. Personal theories of practice are opened for examination through another set of lenses, encouraging teachers to consider alternative perspectives. Rosenholtz (1989) reports that teachers who felt supported in their own ongoing learning and classroom practice were more committed and effective than those who did not. Further, teachers with a strong sense of their own efficacy were more likely to adopt new classroom behaviours and that a strong sense of efficacy encouraged teachers to stay in the profession (Rosenholtz, 1989).

Research Methodology

Context of the Intern Learning Community

During the second semester of the yearlong internship embodied in the educational partnership between State College Area School District and the Pennsylvania State University, a group of eight senior undergraduates and a teacher educator (hereon known as Professional Development Associate, PDA) gathered weekly as a group. Participation in the learning community forum was voluntary and did not contribute to any formal or informal assessment of the intern for the PDS internship. In requesting time to share teaching experiences through conversation, interns expressed their needs to extend the collegial support system within the building. Since three PDA's supervised in this building, only three of the eight interns were under the direct mentoring of the PDA who facilitated the learning community. In addition to electing to participate in the learning community forum, interns were required to attend a weekly formally-structured PDS Intern Seminar with the six interns from another building.

Believing, as Sarason (1990) continuously suggests, that teacher educators begin with students' experience on issues that concern them, the PDA opened each gathering with an invitation to the interns to talk about a 'critical incident' each had documented during the week. Such an incident is described by Tripp and Woods in Brookfield (1995) as "vivid happenings that for some reason people remember as being significant." (p. 114). In discussing each critical incident, interns agreed upon an iterative process (as suggested by the PDA and adopted from Tripp) in which:

- The intern described the incident (through story-telling) and attributed meaning and significance to it in terms of his/her understanding;
- Other interns and PDA contributed their understanding of the situation;
- The learning community deliberately looked for alternative perspectives and sought what was being omitted from the initial view;
- We looked for reasons why the dominant views ignored some of the anomalies the group found;
- We brainstormed alternative ideas, processes, and structures that helped interns solve their 'better problems,' or look at the dilemma in different and new ways.

The duration of each intern gathering was one hour and fifteen minutes. Fostering critical conversations required nurturing a community in which interns felt safe in declaring imperfection (Brookfield, 1995, p. 143). We constructed ground rules that named, supported and respected individual voices. We agreed each intern who wished would have ten minutes to spotlight the reflective moment. It was decided any incident could be discussed further at a later time or date if the group wished to pursue further conversation.

Personal Bias

In response to Wideen, Mayer-Smith and Moon's (1998) call for authors to 'go public' about their sociocultural location and value commitment, and discuss, and perhaps problematize, their beliefs about preservice teachers, teacher education, and the interventions they have designed" (p. 163), I outline (somewhat briefly) my espoused platform and commitment to PDS work as a researcher and a Professional Development Associate. In adopting a qualitative inquiry stance, I respect the importance of "looking inside to become aware of personal bias" (Patton, 1990, p. 407). Similarly, Merriam (1998) elaborates this process as the researcher acknowledging "prejudices, viewpoints or assumptions regarding the phenomenon under investigation" (p. 158).

One bias that I must address is my personal pro-professional development school stance. I believe that professional development schools can benefit all the stakeholders. It is my opinion that the professional dialogue generated in a community for learners enables new knowledge and understandings to be built by the participants, thus facilitating inquiry and professional growth. However, I am not advocating a PDS learning community experience is essential for all preservice teachers, nor am I using this research to make such a claim.

Through a PDS inquiry-embedded model of teacher preparation and professional development, novice educators formulate questions about their practice, and pursue solutions to these dilemmas. My conceptual understandings are fuelled by the notion that teachers are able to reflect. Such reflective transformations lead to improved daily classroom practices and consequently, student achievement. I believe that such collective and public reflection also promotes theorizing about learning to teach and teaching to learn. Much of the writing of the reflective teaching movement focuses on facilitating reflection by individual teachers who are encouraged to think about their own work by themselves. There is very little examination in the discourse on reflective teaching as a social practice within a learning community, where groups of beginning teachers can support and sustain peer growth. Such opportunities are provided in a professional development school culture. But how do interns experience

this? What sense do they make of this process? These were questions that invaded and pervaded my thinking throughout this study.

Role of the Professional Development Associate (PDA)

Educative experiences require a PDA's deliberation and intervention. How could I foster conversations with interns about learning to teach and teaching to learn that were 'respectful, inclusive, and democratic?' (Brookfield, 1995). I acknowledged this question to be one that needed in-depth consideration during this study. Being immersed in the research process reminded me of the words of Paulo Freire, reiterated by Brookfield (1995), " you can never start with your own agenda as an educator; you must always start from people's own definition of their needs." My PDA role was to facilitate collective conversation and collaborative reflection emerging from 'critical incidents' (Brookfield, 1995) generated by each intern.

As we contemplate the concept of space, human reasoning leads to find ways to fill space, rather than to create it (O'Reilly, 1998). In university courses, teacher educators (university faculty, school-based clinical teachers, and mentor teachers) cultivate prospective teachers' thinking with notions of 'best' teaching practice. Using interpretative filters, preservice teachers assume responsibility for putting what they have learned in university-based classes into practice during the field components of their teacher preparation. The idea of filling students, well-intentioned and nurturing as it may be, rests on the conviction that teacher educators know what it is that novice teachers need to become 'good' teachers, know what is best and necessary for them to develop effective teaching practices.

To create a space for interns to make sense of themselves and their teaching practice in a learning community creates an incongruous scenario. This may considered analogous to student-directed learning. Teacher educators are required to acknowledge their realm of responsibility for interns' growth, and simultaneously the lack of control over it. Some would describe this as 'a leap of faith.' Dewey (1910) reminds us of the importance of experiential learning and Schon (1983) describes teaching and mentoring as necessarily involving monitoring ongoing practice and making adjustments. In monitoring and engaging in the conversations emerging from the critical incidents, I was aware of my PDA responsibility: to assist interns to analyze and critique in productive ways. While the interns asked for time to talk abut their experiences, they sought agreement from the group that the learning community was a forum for seeking to understand, not personal lamenting or demoralizing complaining. Whether or not to take up such matters with his/her PDAs was left up to the discretion of each intern.

Role of the Researcher

The role the researcher played in exploring the intern learning community was one of participant observer. As such, I "entered the world of the people I wished to study, got to know them and earned their trust, while systematically keeping a detailed written account of what was heard and observed" (Bogan & Biklen, 1998, p. 3). Experiencing being a member of the learning community necessitated the participant aspect of my researcher role. My challenge was "to combine participation and observation so as to become capable of understanding the learning community experience as an insider while interpreting the experience from an outsider's perspective" (Patton, 1990, p. 207).

My espoused platform of teachers' professional growth lies within the framework of inquiry,

and focuses on: practitioners' roles in professional development, differentiated choice and learning opportunities for teacher development, the use of reflective supervisory practices, collegiality, and the need to provide teachers with ongoing assistance and support to sustain changes in their daily classroom practices (Fullan, 1991; Gitlin, A, Bringhurst, K, Burns, Cooley, Myers, Price, Russell, & Tiess, 1992; Lieberman, 1990; Tabachnich & Zeichner, 1991; Wells, 1994). I was interested in how interns make sense of this learning community experience, and how they believed this shaped learning to think and teach in a PDS culture.

As a researcher, it is important to find ways of involving teachers and schools in raising questions related to present practices and avenues for possible improvement. I believe the real spirit of the teacher education practices embedded in the Professional Development School movement center on a teaching and learning process that assists to build a cohesive school community, and gives support and impetus for risk-taking and educational change. The benefits are for children and their families, prospective teachers, mentor teachers and university personnel.

The common goal the researcher and PDA share is that of an advocate for all the members of the learning community in the PDS culture. I sought to understand the interns' learning community experience in as great a depth as they were prepared to share. This meant building and sustaining professional relationships, regardless of my role. Rapport enhanced the nurturing of the learning community and the study's credibility.

Theoretical framework

This exploratory study employed a phenomenological case study described by Moustakas (1994) as an "empirical approach involving a return to experience in order to obtain comprehensive descriptions that provide the basis for a reflective structural analysis that portrays the essences of the experience" (p. 13). This study presents a descriptive portrayal of the lived experience of interns as they engaged in collegial interaction, conversations and collaborative reflection that focused on classroom practice. The unit of analysis was the individual PDS intern who voluntarily participated in the weekly group gatherings.

Phenomenology reveals the uniqueness of shared meanings and common practices, the "lived experience" (Van Maanen, 1990, p. 7) that can inform the way PDS interns understand participating in a learning community. Although it acknowledges that individuals may experience a given phenomenon uniquely, phenomenology also assumes that there is an essence to shared experiences. Within this are commonalties or core meanings for different interns. By focusing on the question, What is the essence of experience of this phenomenon for these interns? this study was embedded in phenomenological inquiry.

A case study allows an investigation to retain the holistic and meaningful characteristics of real-life events (Yin, 1989). Yin further describes a case study as an "empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident and multiple sources of evidence are used" (Yin, 1989, p. 23). Such a case study offers a means of investigating complex units consisting of multiple variables of potential importance in understanding the interns' meaning-making of their experiences in the learning community. This study encompasses a descriptive and interpretative case study, giving a detailed account of the

phenomenon being studied. According to Merriam (1998), a case study is an "examination of a specific phenomenon such as a program, an event, a person, a process, an institution or a social group. The bounded system, or case, might be selected because it is an instance of some concern, issues, or hypothesis" (p. 9). In this research, the lived experience of eight interns within the context of a PDS learning community defined the bounded case study. Further, the purpose of this case study to contribute to a richer understanding of the phenomenon under investigation by "setting the particular case within a larger theoretical...context" (Grossman, 1990, p. 150), rather than being generalizable to an entire population.

Data collection and analysis

In order to better understand the interns' experiences, the weekly gatherings, eight open-ended discussions were audio taped, and transcribed. The transcriptions were analyzed using NUDIST (Non-numerical Unstructured Data Indexing, Searching and Theorizing) computer software to organize coded, qualitative data (Richards & Richards, 1991). Multiple readings identified categories (Patton, 1990) that emerged from within each intern's story. Data coding, analyzing, and reporting of results were carried out in a nonlinear way. Line by line analysis of the transcripts resulted in the definition and construction of conceptual categories at "free nodes" and then to "nodes" in the tree-structure. Memos were developed to record category development and ongoing thinking as further data. These were attached to indexing categories. Finally, through the process of employing NUDIST's tree structure to organize the data illustrating the interns' lived experience, emerging themes were posed and tested. After completing the analysis of each individual case using categorical aggregation through NUDIST (Stake, 1995), assertions depicting the intern experience across the participants were framed.

Findings

From the data analysis, themes emerged that illustrate how the intern learning community enabled interns' voices to structure spaces to safely expose and interrogate their beliefs and practices. Spiralling from these spaces, further questions are posed that encourage educational researchers to try to figure out the nature of PDS interns' beliefs about teacher identity and teaching practices, and their understanding of critical inquiry.

This learning community created 'spaces' for the interns to raise their voices, to explore multiple perspectives, and to question, monitor and adjust their thinking and behaviour. Interns shared their ideas in the gathering and assumed leadership during discussions. The free-flowing nature of the dialogue allowed individual interns to move the conversations in their own directions. Such intern-directed talk provided a means for creating "more fluid positionings and mutual relationships" (Johnson, 1997, p. 8) between the community members. In favouring the flexible agenda focusing on 'critical incidents,' Kate was encouraged to "openly talk about my 'critical incident', knowing the PDA and the other interns will help me think through this incident at a different level."

Five 'space' themes emerged from the data analysis.

Inner space rendered interns scope to establish their identities as teachers. As interns' inner voices were stimulated by the learning community's collaborative reflection, interns shaped their self- and teacher- identity. Each struggled to make sense of who he/she was as a student and as a teacher.

While framing a teaching lens that encompassed their wonderings and beliefs about children and their ideas, interns deliberated their personal practical knowledge. They sought 'to be' a teacher who can design activities to move children thinking from where it is to where it ought to be. Grimmett (1998) succinctly posits "the source of a teacher's professional identity to be in the practice, not the occupation of teaching" (p. 253). This intern learning community rendered space for the interns to interrogate their pedagogical practices, to be freed of any fear that may arise when they engaged in conversations that focused on, "this is my identity and I can question that identity." Articulating their uniqueness and particularities, facilitated the interns' descriptions of 'best' teaching practice. As she dissected her classroom practice, Meghan contemplated reasons why she was seemingly very critical of her teaching. She wanted "to be able to reflect positively as she "knew something better would happen next time if she focused on particular aspects of the lesson that did not go well, instead of "believing the whole day had been a disaster." If she analysed the aspects of lessons she really handled well, then constructive self-reflection would "help me [Meghan] in the end become a well-rounded teacher." Other interns concurred with her thinking.

Sharing personal narratives that focused on experience allowed interns "to claim a knowledge base from which they could speak. Coming to voice is not just the act of telling one's experience. It is using that telling strategically - to come to voice so that you can also speak freely about other subjects." (bell hooks, 1994, p. 148). When they voiced perspectives of their immediate and daily dilemmas, interns established a pedagogical foundation from which they generated further conversations. This helped novice teachers frame their teacher identities as they articulated their views of what they considered to be good teaching. They made connections between educational theory and their teaching practice, learned the value of working and talking together about their work, and improved their reflective skills by examining practices together. For example, after listening to a peer describe how a family crisis was affecting the children in her classroom, Allison reflected explicitly about her lack of understanding of such an incident. She asked her peers, "Should the teacher stop and take time to figure out some type of whole lesson on that? Is that important to me to do as their teacher?"

Conversations centered on why they teach at all, and why classroom practitioners teach in the particular way they each do. Julie illustrated how observing mentor teachers enabled her to understand different teaching philosophies and how to formulate her own. "This helped me figure out who I am and how I can be in my classroom."

Sykes in Hord (1997) espouses a professional community as a source of insight and wisdom about problems of practice. For novice teachers, such a learning community provided a forum in which they could begin to understand how to make their practice problematic as well as look at how they could enhance the effective aspects of their teaching. As the interns discussed the unwittingly oppressive aspects of their actions, they started to think more deliberately about the creation of democratic classrooms. They paid greater attention to naming and confronting the dilemmas and contradictions they lived through on a daily basis. Meghan was visibly distressed as she stated:

> I feel so bad. My stomach is just turning. I hated not being able to give all the children the rewards. Some just didn't deserve it. They knew the consequences of not doing their reading, but I feel lousy. I will never do that again

As interns conversed about their students, reliving moments of connection and disengagement, they contemplated courses of action navigated as teachers. In exploring these relationships, the interns tried to 'get inside the children's heads,' to simulate experiences, in order to understand how the children felt, cognitively and emotionally. It gave the interns deeper insights into their understanding of the educational processes they were advocating in ways that were connecting and convincing. Allison described an activity she tried with her class and discovered "why a group of boys had such a difficult time with it. I think it was so different for them, that it really confused them." Joanne described her reaction to a child she thought may have been cheating. It was a response to another intern's request for guidance concerning an incident that occurred in her classroom.

> I would have pulled him aside. I would have made sure that I didn't come across as accusing him. I would go over the rules with him. I wouldn't do anything that would make him necessarily think that I already suspected him, that he was going to do this, and that I was just waiting for him to answer. I think a lot of times we fall into this trap where we have this planned out.

Astonished at how insightful children can be, Meghan used a student's words, "It's important to not look at people because of what they look like on the outside," to express her thoughts about children's thinking.

If interns are afforded time to problematize their practice through collective conversations, they become much more aware of the often self-imposed procedural and structural constraints that, at minimum, prevail upon and, more likely, incarcerate their practice. 'Making better problems' replaces 'making problems better' when preservice teachers are given opportunities to collectively cogitate. Several of the interns reflected on how their mentors shaped their teacher-identity. Julie P described "some of it is gut feeling with an inner voice that questions, How does that fit with my philosophy? Is this me or my mentor teacher? Does that fit with how I want my classroom to be next year? And, if it doesn't, how will I do it next year? It is a very open situation. I can take what I want. I can try and develop my own thinking."

In *Outer space,* interns connected their daily teaching lives and events to societal issues and concerns. Drawing from their classroom experiences and the children in their care, interns conversed about how education is connected to the conditions of a community and society. Interns came face-to-face with the dilemmas imposed by the bounded and inflexible structures of an educational institution. Kate felt frustrated by the isolating impact of school structure. "We never see each other. I like hearing ideas and what kinds of things go on in other teachers' classrooms. I value good feedback. I think it is so important to be able to see and talk to one another, but the school schedule does not permit us to do that with all the grade levels. Why is that so? Why doesn't it change? We know how important it is for us, for the children, to be with each other."

While describing a critical incident in her classroom that focused on a student asking why he had to learn a fact in a certain way, Trish questioned her own schooling experiences.

> There were so many things when I was growing up that teachers told me I had to know. My

> teachers said they told me because I had to know it. I remember even my parents saying, 'that is the rules.' When we really don't know why as a child, and even now at my age, if we don't have a reason why we're doing the things we're doing, or learning the things we're learning, it doesn't matter to us. I believe in really making connections with the family, and the child as a person, and the classroom as much as I can. That makes it meaningful to them. It makes us all realize why we are doing this.

Interns investigated, questioned, and checked the assumptions behind their everyday classroom practice. Given such a forum to dialogue, interns "perceive themselves as 'active' learners, inquirers, and advocates of their own practices...critical theorists in their own teaching and the structures in which they are located" (Smyth, 1988, p. 32).

> I don't think it's the children. I think cheating stems from the pressure to get the results and not enough time to reinforce the process that counts. In our society, it doesn't matter how you get money. It's that you have it. I think it is important to reinforce the process of learning. But children keep seeing that they get stickers because they get 100 percent in spelling or math. They often don't get anything for just trying.

In acknowledging the diversity of her children, another intern focused on how their thinking is shaped by their lives outside of the classroom walls. She questioned her practices as she probed her own thoughts, pondering what her class will be like next year.

> Chances are there will be all kinds of children with different thinking, even if it is things from home, ideas that they're getting from their parents, or their friends, or their neighbours. I'm assuming that in most cases there's going to be all sorts of kids and I won't necessarily get this feeling that what's on the outside doesn't matter. There are adults who don't feel that and maybe it's our society that is a good part of that. That's why I think it is naive of me to assume that I'll have children who are always going to think like that. I don't think they will.

Collective space furnished interns with opportunities to learn collaboratively and collectively through dialogue and reflection. This intern community was a creative, dynamic, and open-ended space of multiple mentoring. Interns expressed tentative ideas, actively listened, discussed problems, negotiated, and reached consensus. As they accepted ownership and responsibility for their individual and collective professional growth, interns breathed reflection into a collegial vacuum. Through the process of critical incidents, they re-created and then pragmatically dissected their classroom experiences. In doing so, they individually and collectively focused on the complex and diverse nature of these. "Getting feedback instantaneously and piggybacking off peoples' ideas, helps me to see more than one perspective about the issues we are talking about." Participating in critical conversation with peers opened up their versions of events interns conceptualized. "Somebody brings up something in response to what you say and gets at another whole other avenue to talk about, for example, thinking that I had a student cheating allowed us to talk about different views related to that."

"Talking to our colleagues about what we do unravels the shroud of silence in which our practice is wrapped" (Brookfield, 1995, p. 35). As they described their experiences dealing with the similar crises

and dilemmas each faced, interns reframed and broadened personal theories of practice. One intern appreciated "listening to other people and talking about ideas for my classroom. This is most valuable for me. Things I don't usually get time to talk about. I spend a lot of my day listening, but not having time to process it. I try to listen to all I am told but often it is not sinking in." All too often educators ignore the value of listening, diminishing its importance. Prospective teachers are expected to spend a substantial amount of their time actively listening to others - mentors, administrators, university supervisors, parents, and, of course, children in their classrooms. It is not often that anyone listens to novice teachers and, when they find someone who will give them 'time of day' it is usually a relative or friend, unfamiliar with the school culture, who can sympathize but not empathize. The need "to be listened to, to be taken seriously, to be understood" (Rogers & Babibski, 1999, p. 40) was of great significance for these interns as they wrestled with shaping their professional identity, and developed respect for their own and other's practice. A daily barrel of dilemmas threatened the competence and confidence of the interns' teaching skills. During the gatherings, interns sized opportunities to actively listen, and be actively listened to. In this way, they recognized and valued the power of being heard. Interns believed that being listened to by their mentor teacher indirectly benefited children. "The bond that I have with that person shows in my teaching when we talk about planning. One idea helps me think of another and gets us on the train of thought. Then that will help my students because I will be able to do things differently and do different things."

Interns' conversations enabled them to deliberately and systematically 'see' the classroom from the children's multiple perspectives. Kate reflected on how feedback from the gathering helped her to be more sensitive to nurturing an inclusive classroom environment. "I tried to get on the children's side. I realized a situation where I could try to get them to work it. I don't think I would have noticed it unless we had that talk together last week at the gathering."

Working in concert, the interns began to deconstruct taken for granted assumptions and beliefs about teaching and reconstruct their emerging and 'in-progress' philosophies of teaching. As interns taught one another new ideas for classroom practices, they abandoned the perspective that teaching is 'just a matter of style,' in favour of one that encourages continuous scrutiny of practices and their consequences. Interns talked to one another about teaching at a level of detail that made their exchange both theoretically rich and practically meaningful. Nurturing an environment where interns could speak uninterruptedly, freely, concretely, and safely about their understanding and lived experiences of their teaching practice helped take "the mystery out of teaching without diminishing its essential artistry" (Lieberman, 1990, p. 178). Without turning creative individuals into robots who all teach precisely the same way, interns demonstrated that they were beginning to understand how to open their professional practices to sharing, discussion, and reconstruction. "We are each unique. We think differently and act differently in the classroom. Teaching is about figuring out my philosophy and opening this up to the thoughts of others. I really believe that my peers can help me look at why I teach the way I do, whether this is working or not so for the children in my care. We can learn a lot from one another if I know that others really care and are not critical just for the sake of being so. When I get constructive feedback from my peers on what I think and do, I feel more comfortable with struggling with why some things work one day and not the next. This helps me understand how complex teaching and children are. I feel much more at ease with myself. Knowing that I can be different in my own special way let's me open up to others. Then we can guide each other to recognize the commonalities that help children to be successful

in school."

Critical thinkers who want to change their teaching practices collaborate with one another through discussions that cross boundaries and create space for intervention. It is fashionable in the scholarly literature to write about 'hybridity" and 'border crossings" but a rarity to find reference to such conversations taking place in a preservice field practicum. To engage in dialogue is one of the simplest ways interns can begin to understand and question professional practices, to cross boundaries, as beginning teachers, scholars and critical thinkers (bell hooks, 1994). Within the learning community's time frame, interns pushed the boundaries of what they know and in the process expand each other's ideas. In this space, reflecting, listening, reframing, inquiring and responding were crucial components. This space gave the PDA an opportunity to hear issues that the intern community raised. It was an open space of collective inquiry in which interns rehearsed their notions of what good teaching entails in a supportive and collaborative environment.

> I was thinking that maybe a good idea along those lines is if we brainstorm and come up with ideas that make our teaching more student-directed. It's one thing to talk about this, but I need to hear and understand, "This is how you do it." There are concrete ways to aim for student-centeredness.

This space encapsulates issues of support, trust, risk-taking, relationships, and bonding. Achinstein and Meyer (1998) identify the core activities within a veteran teacher learning community as "critical friendship" (p. 6). Critical friendship is a model of individual and collective action research that champions the co-construction of knowledge through collegial inquiry, conversation, and collaborative reflection within a climate of mutual vulnerability and risk-taking, trust and support (Cochran-Smith & Lytle, 1991; Bullough, Knowles, & Crow, 1991). Furthermore, such collegial inquiry groups offer members access to multiple perspectives and critical reflection, naming beliefs and challenging assumptions through a process of questioning "taken for granteds" (Louden, 1992, p. 182). Interns described the intern group and the team as support systems. "I think the way people are real colleagues in the primary division adds to their life and teaching styles here at this school. If everyone closed their classroom doors the school environment would not be the same. I don't think the children would be getting the same experience."

Building relationships between interns, and interns and PDA, begins with a genuine concern to listen and to be interested in, and responsive to, the needs of all parties. Trish highlighted the learning community's effective function as being "important to create some kind of bond with the other people. It gives us time to see each other and feel connected and to feel like we are all in this together, and to try to get away from those competitive feelings that can sometimes happen. Mary Beth articulated the openness of the intern community. "I don't feel like anyone here is competitive. We can say, 'Look here I'm having a problem and I need help.' During the day we don't have that time to talk to our peers. We can talk to our mentors but it's really effective to get an actual peer opinion – someone who is going through the same stages of teaching. What have you done? Or, What have you seen your mentor do? What strategies have worked for you?

Tense space were acknowledged and addressed by the interns in every community gathering.

Constructive tension emanated as members responded to interns' emergent concerns and felt needs. Concurrently, interns tried to preserve an environment where they could freely share concerns and engage in educative reflection and analytical conversation about their teaching practice. As teachers expose themselves to complex questioning about their practice, a function of group supervision must be collegial support (Nolan & Francis, 1992). However, educators are encouraged to heed the danger inherent in the assumption of collaboration as advocacy for one another without cognitive dissonance. There was professional disagreement in relation to curriculum issues, regarding what should and should not be included in the units. "From our discussions, it is obvious that I do not have the same freedom to select the resources for the unit lessons I am planning. Why is that so? If I am responsible for the planning, why do I feel as though other interns have more freedom in their rooms as to what they teach and which resources are used?" Discussion focused on the roles, responsibilities and rituals of various mentor teachers. Professional confidence was tested as interns realized the dimensions of the differing intern-mentor relationships. "If your mentor does that for you, why doesn't mine?"

Recognizing the individual nature of each intern's growth was a tension that interns confronted on a daily basis and discussed during the intern gathering. On the one hand, they acknowledged the richness of their diversity, but on the other interns wanted to be treated in similar ways by their mentors. "I know we are different, but in the end we may all be competing for the same teaching positions. I want to make sure that I am teaching as much as any of the other interns. I feel I need to be doing those extra things which will help make my resume attention-grabbing." Another intern commented about using as "many personal days as anyone else" in order to attend job interviews in other school districts. Several of the interns felt that it was "unprofessional" to request more than the allotted personal and professional days to attend interviews. Others disagreed strongly, stating that participating in "interviews should take priority, especially since we have already graduated."

Even with the promise that an intern learning community offered members' sense making and transformation, time constraints posed by the structures of schooling cannot be stressed enough. Interns valued the reflective dialogue, but found it hard to make time for it. The intern learning community attempted to mirror democratic processes, grounding the shared dialogue in fairness and compassion. Interns acknowledged and respected the choices others in the community made. In coming together and sharing issues, concerns, and resources, interns needed flexibility. The members understood that despite wishing to be active participants on a weekly basis, it was not always possible for all to be present. Since some mentor teachers required the intern to co-plan at the same time the gatherings were held, time to attend was negotiated.

"If it's a time we feel that we need to spend the time with our mentor, then we need to negotiate that space as well." John liked the flexibility that he experienced with the group meeting. "If I have something that means I can't be here, then that's okay. I also think that it's nice to have time that's not as structured so that we can talk about things that seem relevant and important to us."

Lost space surfaced as the learning community's participants struggled with facing the uncertainties of their future teaching placements and how they might negotiate possible means of survival. Interns collectively worried about getting a job next year – where they might get a teaching position and what that might look like – and being alone. "Not knowing where I may be. I don't know

what I am going to do if I get another class where the children are not like what they are here. I am used to having my peers to talk about issues all the time. How to do this and that. What about this idea?"

'Cultural suicide' (Brookfield, 1995, p. 234) happens when teachers make public their questioning of taken-for-granted assumptions and expectations and find themselves excluded from the culture that has defined and sustained them up till now in their teaching careers. Interns posed such questions as: "What will happen to me if I question my practice or do things differently? How will my peers label me – isolate or teacher leader? Am I expected to do things the same as everyone else does in their rooms?" These interns recognize the danger zone of marginalization (Brookfield, 1995) as they move into a critically reflective mode of questioning, challenging assumptions, experimenting with different approaches, and trying to realize democratic values.

Brookfield (1995) describes 'lost innocence' (p. 240) as the gradual realization that the dilemmas of teaching have no ultimate solution. Interns became "progressively attuned to the complexity of teaching, its contradictions, and its chaos, particularly when they are trying to put some purposeful experimentation into our practice" (Brookfield, 1995, p. 239). In relaying uncertainty and fears about the complexity of teaching and the diverse nature of learners, interns debated on the one hand, how to manage three adults in the room, and, on the other, how to organize a class of 25 children if they are the only adult. "The moments of bewilderment and confusion that accompany lost innocence are also a staple item of conversation in reflection groups" (Brookfield, 1995, p. 241). Interns brought to the gathering each week critical incidents stimulated by their inability to make a standardized curriculum or a school-wide discipline approach designed to treat all their students' behaviour in the same way. In their attempts to identify common difficulties, interns gave different account of ways to respond to the dilemma. This group reflective process helped the interns realize that the feeling of lost innocence is par for the course. "It's a sign that we're staying awake in our practice" (Brookfield, 1995, p. 241).

Discussion

This PDS intern learning community was an educational scene where empowered novice teachers articulated their beliefs and analyzed their classroom practices. Concurrently, these preservice teachers questioned the ways teaching and learning are organized. Fostering 'best' teaching practices, contemplating theory-practice issues, understanding the political and social culture of the schooling context, and building natural interdependencies, provided stimuli for interns to raise their voices and consider multiple perspectives. The interns sought collegial interaction to support making sense of their classroom experiences in order to better understand and reshape their classroom practice.

When incubated in an inquiry-embedded culture of a PDS, collaborative practices in an intern learning community foster and nurture a process for reversing three negative aspects of socialization to teaching that have defined schools' approaches to teacher learning in the past: "Figure it out yourself"; "do it all yourself"; and "keep it to yourself" (Darling-Hammond, 1994, p. 8). The reinforcement of teacher isolation greatly reduces teacher learning and opportunities for shared knowledge. Since teaching does not yet have highly developed structures for consultation and collegiality, novices and veterans are left on their own to deal with problems of practice. Asking for advice in teaching is in many instances viewed as a mark of incompetence. "Do it all yourself" is one of the more damaging expectations conveyed to beginners and veterans alike (Darling-Hammond, 1994). Similarly, incentives in teaching

create the companion dictum "keep it to yourself." Through the development of shared standards of practice, the fundamental objectives of learning communities, that of knowledge sharing, team planning and teaching, and collective reflecting are nurtured.

Current thinking in educational scholarship harbingers learning communities as linchpins in the movement to reframe professional development. The form of student-directed learning demanded by the restructuring notions depends foremost on the knowledge and capacities of teachers, both novice and veteran. Concordantly, teachers need to be motivated and supported in their efforts to embed theory and practice into teaching practice. If educational institutions model and nurture state-of-the-art teaching practices, an inquiry ethic fosters professional growth. An intern learning community in a PDS culture heralds a new framework for fostering inquiry-embedded mentoring for novice teachers. The process nurtures opportunities for learning by questioning, by doing, and by collaborating. Such learning communities stimulate possibilities for building new ways of knowing for the practice and profession of teaching and learning.

Conclusion

An intern learning community in a professional development school culture has the potential to achieve deep changes in preservice teachers' and supervisors' thinking and behaviours. Grimmett (1998) argues that an important aim of teacher preparation is "to enculturate student teachers into the practice (as distinct from the profession) of teaching" (p. 253). Further, he characterizes many current efforts to improve teaching as attempts to professionalize the occupation, claiming that this tends to socialize (the transmission of teacher beliefs, knowledge, suppositions, and dispositions through the assimilation of a set of values or practices shared by that group) prospective teachers into the workforce rather than "facilitate their enculturation into the practices of teaching" (p. 253). Although he is not suggesting that the profession is unimportant, he argues for the "prioritization of practice over profession when it comes to the preparation of teachers" (p. 253). "When teachers view themselves as members of a practice," Grimmett believes "they tap into a set of historically derived customs, norms, and principles that can guide them through difficult moments and help them understand that their actions need not be determined by their current situation" (p. 265).

Conversational channels carved in a learning community and cultivated within a PDS culture enrich and enhance prospective teachers' thinking. Interns are empowered to earnestly reflect about their instructional and social practices in their classrooms, their beliefs about didactic arrangements, and the cultures of teaching. Formerly such dilemmas were accepted as "the way it is," but now interns can be encouraged to develop context-related alternatives for stimulating student achievement and teachers' learning. This learning community structured opportunities for interns to collectively think through their beliefs, share ideas, challenge current institutional practices, contemplate theory and practice, identify personal and professional needs, as well as develop inquiry projects in a supportive culture. The learning community was a forum for novice teachers to raise questions about their teaching practice and an avenue for collaboratively exploring possible alternatives for professional growth. Interns continuously sought and shared learning, and acted upon their collective reflection.

While recognizing the fragility of collaborative teacher groups, the intern learning community as a vehicle for teacher preparation in a PDS culture deserves further inquiry. Current research in the PDS

collaborative between State College Area School District and Penn State University is examining how the interns' lived experience shape their understanding of the practice and profession of teaching. The findings may extend the research literature in relationship to ways of constructing personal practical knowledge, reflective supervision and an inquiry-embedded model of teaching and learning. Further studies need to be directed toward examining the culture of the school-university collaborative and the role of the PDA in this culture. How can school and university structures be massaged to support learning communities? Why do reformers focus on isolation as a key factor for change in teacher education preparation and practice? What does the supervisor have to know and do to create a self-motivated, and collaborative learning community? What model(s) of supervision guide the PDA's work as a way to counter isolation? How do such changes in teacher preparation impact on student achievement?

References

Achinstein, B. & Meyer, T. (1998). The uneasy marriage between friendship and critique: Dilemmas of fostering critical friendships in a novice teacher learning community. ERIC Document # 412188.

Argyris, C. (1967). On the future of laboratory education. Journal of Applied Behavioural Science, 2, 153 - 183.

Barber, B. R. (1992). An aristocracy of everyone: The politics of education and the future of America. New York: Oxford University Press.

Barth, R. (1990). Improving schools from within: Teachers, parents, and principals can make a difference. San Francisco, CA: Jossey-Bass Publishers.

bell hooks. (1994). Teaching to transgress: education as the practice of freedom. New York: Routledge.

Bogdan, R., & Bilkan, S. (1998). Qualitative research in education: An introduction to theory and methods. Boston, MA: Allyn and Bacon.

Brandes, G. M., & Erickson, G. L. (1998). Developing and sustaining a community of inquiry among teachers and teacher-educators. The Alberta Journal of Educational Research, 44(1), 38 - 52.

Brookfield, S. D. (1995). Becoming a critically reflective teacher. San Francisco, CA: Jossey-Bass Publishers.

Bullough, R., Knowles, Gary J., & Crow, N. (1991). Emerging as a teacher. New York: Routledge.

Cochran-Smith, M. & Lytle, S. (1991). Learning to teach against the grain. Harvard Educational Review, 61(3), 279 - 310.

Darling-Hammond, L. (1994). Professional development schools: Schools for developing a profession. New York: Teachers College Press.

Dewey, J. (1910). My pedagogic creed. Chicago, IL: A. Flanagan Company.

Dewey, J. (1916). Democracy and education. New York: Free Press.

Feinman-Nemser, S., & Buchmann, M. (1987). When is student teaching teacher education? Teaching and Teacher Education, 3, 255 - 273.

Feinman-Nemser, S., & Floden, R. E. (1986). The cultures of teaching. In M. C. Wittrock (Ed.), Handbook of Research on Teaching. New York: Macmillan Publishing Company.

Fullan, M. (1991). The new meaning of educational change. New York: Teachers College Press.

Garman, N. (1986). Reflection, the heart of clinical supervision: A modern rational for professional practice. Journal of Curriculum and Supervision, 2(1), 1 - 14.

Gitlin, A., Bringhurst, K., Burns, M., Cooley, V., Myers, B., Price, K., Russell, R., & Tiess, P. (1992). Teachers' voices for school change: An introduction to educative research. New York: teachers College Press.

Gimbert, B. G., & Nolan, J. F. (1998). School-university communities: Creating and sustaining student-directed classroom learning environments through collegial inquiry, conversation, and collaborative reflection. Paper presented at the Annual Meeting of the PA Association for Supervision and Curriculum Development, Hershey, PA.

Grimmett, P. P. (1998). Reconceptualizing the practice of teacher preparation: On not throwing out the concurrent model with the reform bathwater. The Alberta Journal of Educational Research, 44(3), 215 - 267.

Grossman, P. (1992). Why models matter: An alternative view of professional growth in

teaching. Review of Educational Research, 62(2), 171 - 179.

Hord, S. M. (1997). Professional learning communities: Communities of continuous inquiry and improvement. Austin, TX: Southwest Educational Lab.

Joyce, B. (1990). Preface. In B. Joyce (Ed.), Changing school culture through staff development (pp xi - xiv). Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson, M. (1997). Contradictions in collaboration: New thinking on school/university partnerships. New York, NY: Teachers College Press, Columbia University.

Lieberman, A. (1990). Schools as collaborative cultures: Creating the future now. New York: Falmer Press.

Little, J. W., & McLaughlin, M. W. (1993). Teachers' work: Individuals, colleagues, and contexts. New York: Teachers College Press.

Louden, W. (1992). Understanding reflection through collaborative research. In A. Hargreaves and M. Fullan (Eds.), Understanding teacher development. New York: Teachers College Press.

McLaughlin, M., & Talbert, J. (1993). How the world of students and teachers challenges policy coherence. In S. Fuhrman (Ed.), Designing coherent education policy: Improving the system. San Francisco, CA: Jossey-Bass Publishers.

Merriam, S. B. (1998). Qualitative research and case study applications in education. San Francisco, CA: Jossey-Bass Publishers.

O'Reilly, M. R. (1998). Radical presence: Teaching as contemplative practice. Portsmouth, NH: Boynton/Cook Publisher, Heinemann.

Patton, M. Q. (1990). Qualitative evaluation and research methods. Thousand Oaks, CA: Sage Publications.

Richards, T., & Richards, L. (1991b). The transformation of qualitative method: Computational paradigms and research processes. In N. G. Fielding & R. M. Lee (Eds.), Using Computers in Qualitative Research. London: Sage.

Rogers, D. L., & Babinski, L. (1999). Breaking through isolation with new teacher groups. Educational Leadership, 56(8), 38 - 40.

Rosenholtz, S. J. (1989). Teacher's workplace: The social organization of schools. New York: Longman.

Sarason, S. B. (1990). The predictable failure of educational reform. San Francisco, CA: Jossey-Bass Publishers

Schon, D. (1983). The reflective practitioner: How professionals think in action. New York: Basic Books.

Sergiovanni, T. J. (1994). Building community in schools. San Francisco, CA: Jossey-Bass Publishers.

Smyth, W. J. (1988). A critical pedagogy of teacher evaluation. Victoria, Australia: Deakin University Press.

Tabachnich, B. R. & Zeichner, K. M. (1991). Issues and practices in inquiry-oriented teacher education. London: Falmer Press.

Ullrich, W. J. Preservice teachers reflect in the authority issue: A case study of a student teaching seminar. Teaching and Teacher Education, 8(4), 361 - 380.

Van Manen, M. (1990). Researching lived experience. London, Ontario: Althouse.

Wells, G. (1994). Changing schools from within. Toronto, ON: OISE Press.

Wideen, M., Mayer-Smith., & Moon, B. (1998). A critical analysis of the research on learning to

teach: Making the case for an ecological perspective on inquiry. Review of Educational Research 68(2), 130 – 178.

Woloszyk, C. A. & Hill, R. (1994). Restructuring teacher preparation: Seminar and related activities within a secondary professional development school. Paper presented at the Annual meeting of the Association of Teacher Educators. Altanta, GA. February, 1994.

Wood, F.W. (1993). Assumptions about staff development based on research and best practice. Journal of Staff Development, 14(4), 52 - 56.

Yin, R. K. (1989). Case study research. Newbury Park, CA: SAGE Publications.

Zeichner, K. M. (1981). Reflective teaching and field-based experiences in teacher education. Interchange, 12, 1 - 22.

Author's name:

Belinda G. GIMBERT

Current Professional Position:

Professional Development Associate with the Professional Development Schools Program between State College Area School District and Penn State University. She is an Australian, and most recently served as the chairperson and teacher of Mathematics and Computing Studies at her school in New South Wales, Australia. She teaches undergraduate and graduate level courses in staff development, teacher inquiry, reflective supervision, qualitative research, and classroom learning environments.

Contact Information:

Belinda G. GIMBERT

Department of Curriculum and Instruction

The Pennsylvania State University

148 Chambers Bldg

University Park, PA, 16801

Phone: 814 865 6569

Fax: 814 865 1927

Email: bgg111@psu.edu

'Critical incident' is described by Tripp and Woods in Brookfield (1995) as "vivid happenings that for some reason people remember as being significant." (p. 114). In discussing each critical incident, interns agreed upon an iterative process (as suggested by the PDA and adopted from Tripp) in which:

- The intern described the incident (through story-telling) and attributed meaning and significance to it in terms of his/her understanding;
- Other interns and PDA contributed their understanding of the situation;
- The learning community deliberately looked for alternative perspectives and sought what was being omitted from the initial view;
- We looked for reasons why the dominant views ignored some of the anomalies the group found;
- We brainstormed alternative ideas, processes, and structures that helped interns solve their 'better problems,' or look at the dilemma in different and new ways.

AERA

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Nurturing an intern learning community in a Professional Development School culture. Spaces for voice and multiple perspectives	
Author(s): Belinda G. Gimbert	
Corporate Source: Penn State University	Publication Date: April, 2000

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

[X]

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

[ ]

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

[ ]

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Belinda G. Gimbert	Printed Name/Position/Title: BELINDA G. GIMBERT	
Organization/Address: 177 Chambers Bldg, Penn State University, University Park, PA 16503	Telephone: 814 865 6569	FAX: 814 863 7602
	E-Mail Address: bgg111@psu.edu	Date: 5/17/00

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC CLEARINGHOUSE ON ASSESSMENT AND EVALUATION
UNIVERSITY OF MARYLAND
1129 SHRIVER LAB
COLLEGE PARK, MD 20772
ATTN: ACQUISITIONS

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

EFF-088 (Rev. 2/2000)